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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to writing short stories and letters for a variety of academic and technical purposes and audiences. It begins with reference to the particular content standard addressed in the package, the educational level of the package (intermediate), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) write three short stories based on direct observation or experience; and (2) write three formal letters. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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ED 460 396

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Example Performance Package
Minnesota Profile of Learning

Content Standard: Write and Speak: Writing **Level:** Intermediate

Title of Package/Activity: Publication Portfolio

Summary Statement of Content Standard:

Write for a variety of academic and technical purposes and audiences.

Description of Student Performances:

Task 1: Write three short stories based upon direct observation or experience.

Task 2: Write three formal letters.

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3 - Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

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CS 216 760

EXAMPLE PERFORMANCE PACKAGE TASK 1
Publication Portfolio

Content Standard: Write and Speak: Writing **Level:** Intermediate

Specific Statement(s) from the Standard:

A student shall demonstrate the ability to write for a variety of academic and technical purposes and audiences by

1. writing a story based on direct experience or observation including:
   a. a problem solved, a conflict resolved, or a lesson learned
   b. a description of setting using vivid details
   c. a flow of action leading to a logical ending
   d. an image of at least one character
   e. dialogue that captures authentic oral expression.
3. editing the finished product for correct mechanics and spelling

Product(s):

- Pre-writing materials
- Working drafts of three stories
- Three short stories

Task Description:

Overview: Students write three short stories based on direct experience or observation. Students will demonstrate use of a writing process, including pre-writing, drafting, conferencing, revising, and editing. This task may extend over the course of a school year. Students will save all documents created and used in the writing process. The following steps should be followed for each of the three stories.

Teachers should model the steps below and give regular feedback to students on each step.

Steps:

1. Students complete a series of pre-writing exercises to prepare for and gather ideas for their story.

   Exercises may come from your existing writing curriculum, focusing on the elements listed here:

   - a problem solved, a conflict resolved, or a lesson learned
   - detailed observation of settings
   - a flow of action that leads to a logical ending
   - detailed images of characters
   - dialogue that captures authentic oral expression.

   Exercises may take the form of webs, idea maps, lists, drawings, and writings.

   (pre-writing)

Task Description, continued

2. Using ideas from their pre-writing exercises, students select a topic or focus for their short story. The topic should be based upon either direct experience or observation, but it need not be autobiographical. Have students select a topic which they can develop most fully in the areas of:
   - conflict
   - setting
   - characterization
   - dialogue

   (pre-writing, focusing)

3. Students plan their writing using a mapping, clustering, or outlining strategy.
   (focusing)

4. Students draft a short story. If possible, have students word process their work, either transposing handwritten copies or composing directly on the computer. Stories should include use of the bulleted elements in Step 1.
   (drafting)

5. Students read each other's work to give feedback on the content of the story. It is helpful for students to have multiple peer readings of their work to ensure quality review. Feedback should focus on use of the story elements bulleted in Step 1.
   (conferencing)

   Give students feedback on their story.

6. Students revise their story based on feedback from peer and adult readers.
   (revising)

7. Students edit their own story. An effective way to do this is to have students quietly read their piece aloud, listening for and circling any mistakes or things they are uncertain about in the areas of:
   - punctuation
   - spelling
   - sentence structure
   - paragraphing

Task Description, continued

Students then may receive editing help from peer or adult readers. These readers should use a different colored pen or pencil to distinguish their marks from those of the student.
(editing, conferencing)

8. Students prepare a final draft of their story using the editing remarks of peer and adult readers. Students should consult with peers regarding other editorial uncertainties.
(drafting, conferencing)

9. Students should repeat any of Steps 1-8 as needed to bring their stories to "publishable" form.

10. Students submit final drafts to you and, if possible, publish their stories more widely. Possibilities for publication include: creating a class compilation of stories; binding the story as an illustrated picture book; contributing the story to an anthology; entering the story in a contest for young writers; submitting the story to a magazine, journal or organization that publishes student writing.
(publishing)

Special Notes:

Resources for Writing Instruction

- The following provides specific chapters on narrative story writing and letter writing, as well as information on story mapping, modeling elements of story structure, and clustering: Tompkins, G.E. *Teaching Writing Balancing Product and Process*, 1993.

- For information on revision strategies, see: Lane, B. *After "The End" Teaching and Learning Creative Revision*. Portsmouth, NH: Heinemann, 1993.

- For letters to the editor and to public officials, see: Lewis, B.A. *The Kid's Guide to Social Action*. Minneapolis: Free Spirit, 1991.

Places That Publish Student Writing

CONTESTS

The Cricket Magazine for Children (Cricket League, Box 100, LaSalle, IL 61301). Story-writing contests for age 13 and under.

Starfire Writing and Art Contest (Chris Weber, editor, Atkinson School, 5800 SE Division, Portland, OR 97206). Nonfiction stories, fourth through eighth grades, and art, first through twelfth grades, published yearly in *Treasures*.

PUBLICATIONS

Boy's Life Magazine (1325 Walnut Hill Land, Irving, TX 75062). Readers' page for interesting ideas and a column on hobby projects.

Jack and Jill (Box 567, Indianapolis, IN 46206). Stories, poems, riddles, and jokes written by children are considered.

McGuffey Writer (400A McGuffey Hall, Miami University, Oxford, OH 45056). Magazine of short stories, essays, poetry, illustrations, and cartoons. Write for information and publication guidelines.

Merlyn's Pen (National Magazine for Student Writing, Box 716, East Greenwich, RI 02818). Magazine of short stories, essays, movie scripts, drawings, music and book reviews. Write for information and publication guidelines.

Ranger Rick (1412 - 16 Street NW, Washington, DC 20036). Includes fiction, nonfiction, and puzzles for children on nature/ecology theme.

Student Showcase (Oregon Association of Talented and Gifted, Box 1703, Beaverton, OR 97075). Magazine for any student writing or art work.

Young Author's Magazine (Box 6294, Lincoln, NB 68506). Publishes short stories, articles, interviews, essays, poems, one-act plays. Write for information and publication guidelines.

Children's House/Children's World
Children's House, Inc.
Box 111
Caldwell, NJ 07006

Child's Play
Child's Play Information Centre
31 Tooley Street
London, SE1, England

G/C/T
GCT Publishing Company
Box 66654
Mobile, AL 36660

Gifted Child Quarterly
160 Monroe Drive
Williamsville, NY 14221

Special Notes, continued

Creative Children and Adults' Quarterly
National Association for Creative Children & Adults
8080 Spring Valley Drive
Cincinnati, OH 45236

Family Journal
Box 815
Battlehorn, UT 05301

National 4-H News
National 4-H Council
7100 Connecticut Avenue
Chevy Chase, MD 20815

Growing Up Whole
Camar Publications
125, Station G
Calgary, ALB T3A 2G1
Canada

Guiding
Girl Guides Association
17-19 Buckingham Palace Road
London SW1, England

High/Low Report
Riverhouse Publications
20 Waterside Plaza
New York, NY 10010

This assessment package is based upon material that may appear in the following publication: Monson, M.P. and Monson, R.J. (in press). *Integrated Learning Assessment: Building Stronger Bridges Between Learning, Curriculum and Assessment*. Tucson, AZ: Zephyr Press. Task designer Michele Pahl Monson can be reached through e-mail at 0197supt@informns.k12.mn.us.

EXAMPLE PERFORMANCE PACKAGE TASK 1
Publication Portfolio

FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Pre-Writing Materials	
_____	Pre-writing exercises are complete.	_____
_____	Pre-writing exercises are used to generate ideas for the story.	_____
_____	Map or outline includes a clear plan for the story.	_____
	Working Drafts	
_____	A draft is complete enough to allow for peer review.	_____
_____	Draft includes initial use of the following story elements: • a problem solved, a conflict resolved, or a lesson learned • detailed observation of places used in the story • a flow of action that leads to a logical ending • detailed images of characters • dialogue that captures authentic oral expression.	_____
_____	Revision ideas are used to improve the story.	_____
_____	Student's editing marks are accurate and address the significant mistakes in mechanics and spelling.	_____
_____	Editing suggestions from others are used to improve the story.	_____
	Story	
_____	Story is clearly based on direct experience or observation.	_____
_____	Story clearly includes a problem solved, a conflict resolved, or a lesson learned.	_____
_____	Description of setting clearly uses vivid details.	_____
_____	Actions clearly lead to a logical ending.	_____

EXAMPLE PERFORMANCE PACKAGE TASK 1
Publication Portfolio

Student		Teacher
_____	Portrayal of the main character is achieved by the use of specific details and examples.	_____
_____	Dialogue clearly captures authentic oral expression.	_____
_____	Mechanics and spelling are correct.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

EXAMPLE PERFORMANCE PACKAGE TASK 2
Publication Portfolio

Content Standard: Write and Speak: Writing **Level:** Intermediate

Specific Statement(s) from the Standard:

A student shall demonstrate the ability to write for a variety of academic and technical purposes and audiences by:

2. writing to request an action or a product with final edit suitable for a real world audience including:
   a. necessary information and detail using appropriate vocabulary
   b. use of formal structures and courteous conventions
3. editing the finished product for correct mechanics and spelling

Product:

- Working drafts of three letters
- Three formal letters

Task Description:

Overview: Students will write three formal letters requesting an action or a product. Topics for the letters may be taken from existing curriculum in any content area. Students will demonstrate use of a writing process, including pre-writing, drafting, conferencing, revising, and editing. This task may extend over the course of a school year. Students will save all documents created and used in the writing process. The following steps should be followed for each of the three letters.

Teachers should model the steps below and give regular feedback to students on each step.

Steps:

1. Students identify a person or organization to whom they will write for an action or product. The topics for student letters can arise from the context of existing curriculum in any content area. For example, students may write to a local elected official about a political issue, to a scientist about a theory or experiment, to a store or company for a sample product, or to a state or national park for tourist information.

   (pre-writing)

2. Instruct students on the structure and format of formal business letters and explain standard courteous conventions. Format should include use of:
   - correct heading
   - correct inside address
   - appropriate salutation
   - consistent paragraphs
   - correct spacing
   - appropriate closing.

   (pre-writing)

Task Description, continued

3. Students write a draft of their letter, focusing on:
   - having a clearly stated purpose
   - using appropriate vocabulary and courteous language
   - organizing their information or ideas
   - following a designated format.

   If possible, have students word process their work, either transposing handwritten copies or composing directly at a computer.
   (focusing, drafting)

4. Students read each other's work to give feedback on the content of the letter. It is helpful for students to have multiple peer readings of their work to ensure quality review. Feedback should focus on the items listed in Step 3.
   (conferencing)

   Give students feedback on their letter.

5. Students revise their letter based on feedback from peer and adult readers.
   (revising)

6. Students edit their own letter. An effective way to do this is to have students quietly read their piece aloud, listening for and circling any mistakes or things they are uncertain about in the areas of:
   - punctuation
   - spelling
   - sentence structure
   - paragraphing
   - format.

   Students then may receive editing help from peer or adult readers. These readers should use a different colored pen or pencil to distinguish their marks from those of the student.
   (editing, conferencing)

Task Description, continued

7. Students prepare a final draft of their letter using the editing remarks of peer and adult readers. Students should look up questionable spellings in a dictionary and consult with peers regarding other editorial uncertainties.
(drafting)

8. Students should repeat any of Steps 1-7 as needed to bring their letters to "publishable" form.

9. To prepare for mailing the letter, students address the envelope and fold the letter appropriately. If students are sending their letters to an authentic audience rather than a simulated one, ensure that a copy of the letter is stored with the student's other written works.
(publishing)

EXAMPLE PERFORMANCE PACKAGE TASK 2
Publication Portfolio

FEEDBACK CHECKLIST FOR TASK 2

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Working Drafts	
_____	A draft is complete enough to allow for peer review.	_____
_____	Draft includes initial use of the following elements: • a clearly stated purpose • appropriate vocabulary and courteous language • organized information or ideas • use of the designated format.	_____
_____	Revision ideas are used to improve the letter.	_____
_____	Student's editing marks are accurate and address the significant mistakes in mechanics and spelling.	_____
_____	Editing suggestions from others are used to improve the letter.	_____
	Final Letter	
_____	Letter clearly contains a request for an action or product.	_____
_____	Letter clearly contains all information necessary for the request to be understood.	_____
_____	Vocabulary is appropriate.	_____
_____	Language is courteous.	_____
_____	Letter format includes use of: • correct heading • correct inside address • appropriate salutation • consistent paragraphs • correct spacing • appropriate closing.	_____
_____	Mechanics and spelling are correct.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):